

Family Services

Woman 1: In terms of some of the information and data that we've already collected, let's just go over that for a minute. Everyone, when you're going into your management system in the morning, are you reviewing your attendance?

Woman 2: And in addition to that, just not reviewing the attendance, we have daily communication with the teachers as well to, you know, go ahead back into our information system and document as to, you know, the reasons why.

Woman 1: Okay, so you're using the management system to let you know whether or not children are attending, attending regularly, and then you're working with the teacher.

Woman 2: Right.

Man: They usually send me emails letting me know who did not come in. I try to contact the families right away to find out what's going on and then use the management system to track that information.

Woman 1: So now, we work really closely with the health educator. So how are you all using the information that you get from her regarding what physicals, what immunizations, those types of things that the children need?

Woman 3: I think the system that we have in place is a really good one. It's good in that it allows us to find out who is just about to run out of their physical or their dental, who needs one. Then it's good in that if it has not run out, we can contact that parent and let that parent know that it's time to make an appointment for the child to go to the doctor. And then the other instance where it's good is that it's communicating with staff members in the program, and that's a good form of collaboration.

Woman 1: Well, you all really helped me quite a bit because each of you are looking at individual families and collecting data from the individual families; then you're also using the management system, you're working very closely with the teachers, with the health educator, with the nutritionist. And so, what makes my -- my part of the job really good is then I can look at the center-wide.

So, from what you're saying, I can look center-wide and see how we're doing in terms of attendance, how we're doing in terms of families who needs jobs, where are we in terms of families who -- English is not their first language. So it really helps me, sort of, that we have some tiers of this data collection where you're collecting data individually for each family, you're collecting data based on classroom activities, and then I'm looking at all that data in terms of how it's affecting our program overall -- center-wide.